



How many chains is this? 3 or 4? Call it 3.5.



On last question . . . What is your sampling system?

Herb Dickey



2 hours and still only 30 proof.



What is an eight letter word beginning with L which is a type of southern pine?

# Summer Job Experiences

## SUMMER IN THE RAIN FOREST

by

JOSSY BYAMAH

This last summer I had an opportunity to work with the Institute of Tropical Forestry in Rio Piedras, Puerto Rico. To some people this may sound strange since Puerto Rico is a crowded island and only known to tourists for its beaches and tropical climate.

However, there is forestry management in Puerto Rico centered at the Institute of Tropical Forestry near the University of Puerto Rico in Rio Piedras. This Institute manages the Luquico Experimental Forest which is now coincident with the Caribbean National Forest. This is the only tropical forest in the National Forest system of United States. It covers an area of 28,000 acres and is important for timber, recreation and wildlife in Puerto Rico.

The Rain Forest in Puerto Rico is an area of extremes. It is the rainiest National Forest with as much as 200 inches of rainfall each year. It is the only National Forest without any fire problems. It boasts 240 tree species, more than any other National Forest. Only 6 of the species grow in continental United States. The beautiful Puerto Rico Parrot is only found in this forest.

The forest is in the Luquico Mountains, twenty miles southeast of San Juan, the Capital of Puerto Rico. The Luquico Mountains rise abruptly from the coastal plain, their topography is rough and ever exposed to the moisture-laden northeasterly trade winds which deposit a lot of rain on these mountains. The mountains support a variety of vegetation which can be classified in four types: the rain forest, characterized by little undergrowth and by big evergreen trees forming an almost unbroken canopy from which hang long vines. The montane thicket characterized by short old trees and mountain palms. The palm forest characterized by short palms, and the dwarf forest which is

found on the very tops of the peaks and supports short trees which are embraced with ever moist mosses hanging like beards from the branches.

The plant life with its numerous species is useful for furniture, posts, and poles. Some tree species produce edible fruits such as mangoes, bread fruit and oranges. The forest is also helpful in both soil and water conservation thus encouraging the ubiquitous all year round streams and springs in this forest. As it is one of the few places on the island which is not settled, it offers an excellent opportunity for recreation. The forest is 6-10 degrees cooler than the coastal towns and its nearness to the San Juan metropolitan area makes it a wonderland for both local people and tourists who want to get away from the crowded towns and beaches.

Started in 1930, the Institute of Tropical Forestry is mainly concerned with research. It is engaged in producing planting stock with emphasis on rapid-growing, relatively short-rotation tree crops. They have been working with a certain tree species *Cadamba* (*Anthocephalus cadamba*) from East Asia. This tree seems to meet the above requirements. It grows at a rate of 3 feet per year and its wood has been found to be good for furniture, post and farm fences. It is now planted on deserted farms.

Besides the experimental work done by the Institute, the Institute conducts a 6 month program for people working in forest services in Asia, Africa, and Latin America. These people have not had college educations so they are given forestry courses in tropical forestry. As far as I am concerned it was a pleasurable experience to work with the Institute, and it was also exciting to see a Mahogany tree again.

## SUMMER EMPLOYMENT IN THE B.W.C.A.

by

GEORGE M. RUOPP

During the summer of 1969, I was employed by the U. S. Forest Service in Ely, Minnesota as a forestry aid. I worked in the Boundary Waters Canoe Area, a million acre, water covered, wilderness area adjacent to the Canadian boundary in northeastern Minnesota. My duties were essentially the maintenance and sanitation of wilderness campsites within the B.W.C.A. The work was done by two-man crews who were flown to a base camp by seaplane, for ten day stays. Each day the crew would travel by motorboat and/or

canoe to campsites on various lakes, removing any litter and checking to be sure the campsites and portages were still useable.

I found this wonderful experience to be fruitful in many ways. Not only did I get a chance to see "from the inside" what working for the U. S. Forest Service is really like, but I was able to meet people from a variety of occupations and of various ages, including forestry students from other parts of the country.

# LOGGING IN THE PACIFIC NORTHWEST

by

GERRY HAWKES

During the summer of 1969, I was employed as a choker setter on a high-lead logging operation in the Cascade Mountains, forty miles east of Puget Sound. The pay was high, but so were the risks.

It was the choker setter's job to crawl between and under large logs lying criss-crossed on the steep mountain slopes, and to attach cables around them. Once the chokers were attached, the logs were hauled to the landing by a powerful winch line running from the top of a spar tree.

State of Washington safety regulations required all choker setters to wear cork (spiked) boots and metal hard hats at all times. The choker setters were expected to move quickly on top of the criss-crossed logs to be in a position to attach the chokers as they came back empty from the landing. Once the chokers were attached, it was imperative to get quickly out of the way or be crushed by moving logs and huge overhead cables. Without the cork boots, slips would have been much more frequent, and the rate of serious injuries much higher.

Our logging show was in virgin western hemlock and western red cedar, 35 miles from Arlington, Washington, the nearest town. The timber was not exceptionally large for the area, but the cedar did range up to 9 or 10 feet in diameter.

The crew for the one-side show consisted of four bushlers, four choker setters, a hooker, a chaser, an engineer, a grapple operator, five truckers, and the boss. (one-side—one yarder; show—operation; bushlers—cutters; hooker—locator of new yarding lines; chaser—choker unhooker and log brander on the landing; engineer—yarder operator). These men were accustomed to a hard week's work and to even a harder weekend of drinking. Nearly all the men on the crew were friendly, and willing to teach all they could to someone new.

I found this job by going to Washington, and asking log truck drivers if they knew of anyone who needed help. The truckers were more than willing to give assistance, and I had a job in less than a week. The chances of getting this type of a job by letter would be virtually impossible.

## SUMMERS AT THE CLEARWATER NATIONAL FOREST

by

TIMOTHY CLEMENT

I worked as a forestry aid for the U. S. Forest Service on the Clearwater National Forest in northern Idaho during the summers of 1967 and 1968. Work as a crew leader consisted largely of timber cruising and presale work (road location; laying out, painting, and traversing cutting block boundaries) and considerable time on fire suppres-

sion. I worked as a GS-3 and a GS-4 in 1967 and 1968, respectively. A good deal of extra money was made from fire pay.

I lived in a bunkhouse and ate in a common messhall. Both summers' experiences were very practical, and helpful in school.

## SUMMERS WITH THE FOREST SURVEY

by

WILLIAM D. LILLEY

I was employed by the U. S. Forest Service, Northeastern Forest Experiment Station, as a tallyman and crew leader during the summers of 1968 and 1969. I worked as a GS-4 on both occasions. The work was concerned with obtaining data from field sample plots for the resurvey of the State of Maine. This resurvey is part of the nationwide survey of the forest resources of the United States.

The field work was concerned with chaining from a selected starting point to the plot center, and once at the plot, obtaining the required data, which included d.b.h., bole length, saw timber length, log grade, and amount of cull.

In 1968 I worked a 5 day work week, and in 1969 I worked on a 10 day on, 4 day off basis. At the beginning of each work period, 5 or 10 days, we would travel to temporary living accommodations (motel, hotel, Maine Forest Service camp, etc.), and from here we would plan and carry out the necessary field work. An adequate per diem (expense allotment) is provided.

Since this job required much travel, it provided an opportunity to see the results of both good and bad forestry practices in Maine. Forest survey work was both a financially and educationally rewarding summer job experience.

## SUMMER WITH THE CANADIAN WILDLIFE SERVICE

by

JIM POTTIE

Throughout four years we've all heard of the advantages of summer jobs in wildlife or forestry, depending on our major. This past summer, after summer camp, I worked in Canada with the Canadian Wildlife Service banding Waterfowl. To me, as a wildlifer, this job was a God send since it was a timely job, and more important, a very satisfying one.

The job consisted of three separate functions. The first was trapping the ducks in live traps using bait. To do this various bodies of water had to be scouted to find good locations for the traps, (where ducks were or would be). Next, the ducks were trapped. The second step in the job consisted of the banding of the ducks themselves. Each specie, for the most part, had its own size band and this choice is critical especially to avoid injury to the birds, which were then released. The last and most important part of the job was maintaining records and reporting the data obtained.

Without reports on the birds banded the entire effort would be wasted.

The job involved a lot of hard work, but the work was very essential since the results helped in the effort to save the Atlantic Waterfowl Flyway. I was working on Prince Edward Island and was operating the trapline as an almost independent unit. The main criteria was that we, my partner and myself, banded a sufficient amount of ducks to make the efforts in time and money in the area worthwhile. The pay for the job was very good compared to most of the summer jobs I've heard of; as my partner said of the job, and I agree—"I'd have taken the job even if there were no pay." When you can be outside working in an area you like, when you are contributing to an important facet of conservation, when you get to work with dedicated biologists, money loses much of its importance and is only an added benefit.

## SUMMER WITH THE OXFORD PAPER CO.

by

ALEXANDER MacGREGOR

The summer before I started school here at the University of Maine in the Forest Technician program, I had the opportunity to work for the Oxford Paper Company in the Woodlands Department. I also worked for the Company during the summer between my first and second year. The job with the Company taught me a great deal about what I would be doing after I graduated. During the course of the summers, I worked as a tallyman, cruiser, a member of a boundary crew clearing boundary lines of brush, a member of a timber marking crew, a surveying crew, and also working in the office posting tally tabulations for use in keeping timber records. All of this experience made it much easier for me to understand the courses I have had.

I feel it would be very beneficial for any student in this program, if possible, to work for a paper company or other forest industry, either

before enrollment to learn if forestry is really the field they want or/and between their first and second year for added experience.

The experience gained is of great value while in school and also after graduation when one starts work.

The experience that I gained in the two summers I worked for the paper company was of great value and I owe a great deal to the men I worked with. The men a person would work with usually have a great deal of experience and all that one learns will come from them.

Every advantage should be taken to learn as much as possible from these men because they know the mistakes that would be made starting out in the field. So by learning from these men, some of the mistakes can be avoided making one a better forest technician.



# UNDERCLASSMEN



FOREST TREES  
of MAINE



Revised 24  
March 1970  
MAINE FORESTRY DEPARTMENT  
ALLEGANY, MAINE  
1970

# THE JUNIORS

by

GEORGE M. RUOPP

It has been said that the junior year in college is the most difficult. Our class learned this for itself this past year, in many cases the hard way. But we also have many great memories for all our experiences. There were those Saturday morning excursions on a silvics plot as well as the rainy afternoon labs ("keep the notes dry; you will always dry out back in the room").

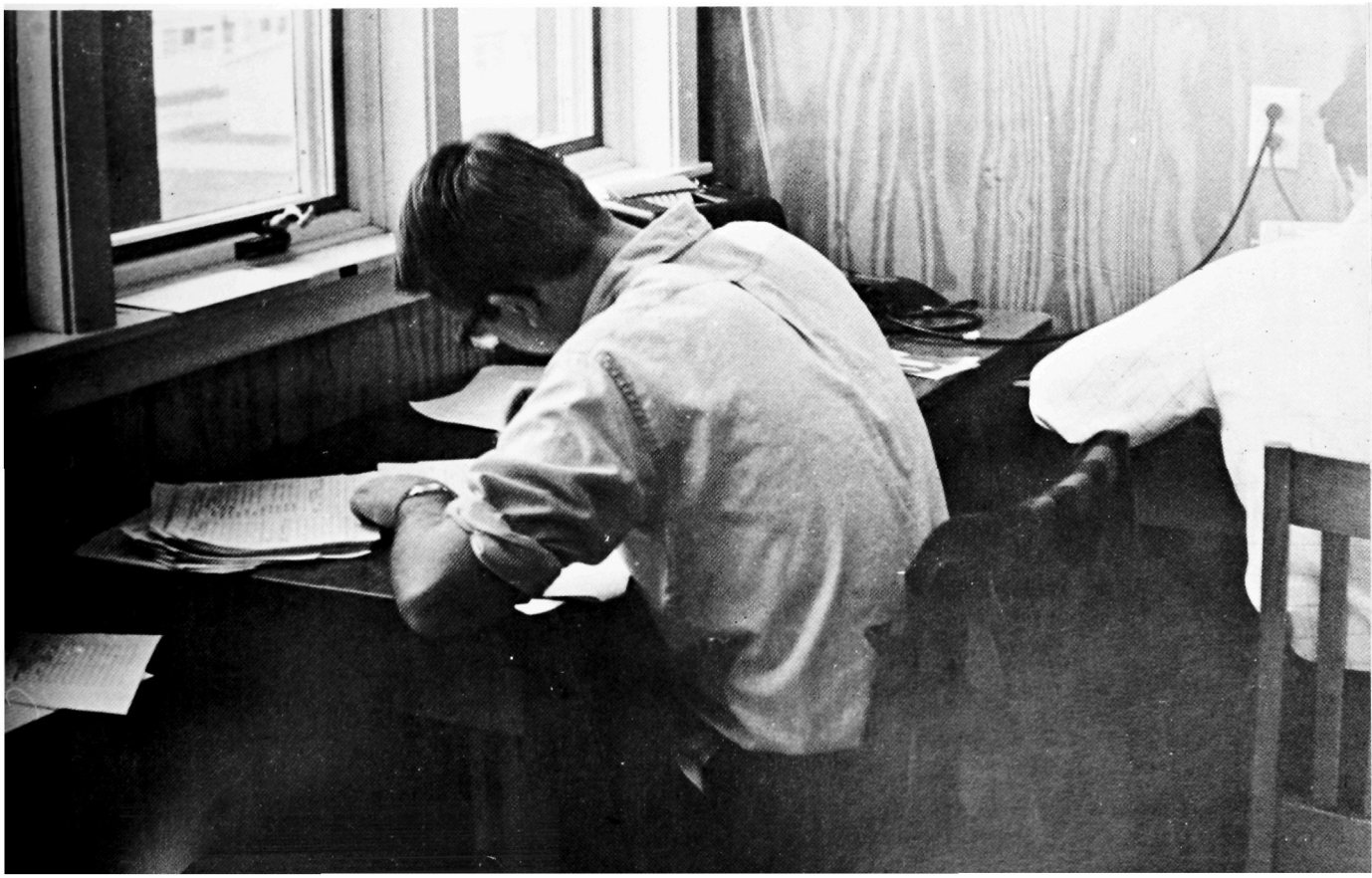
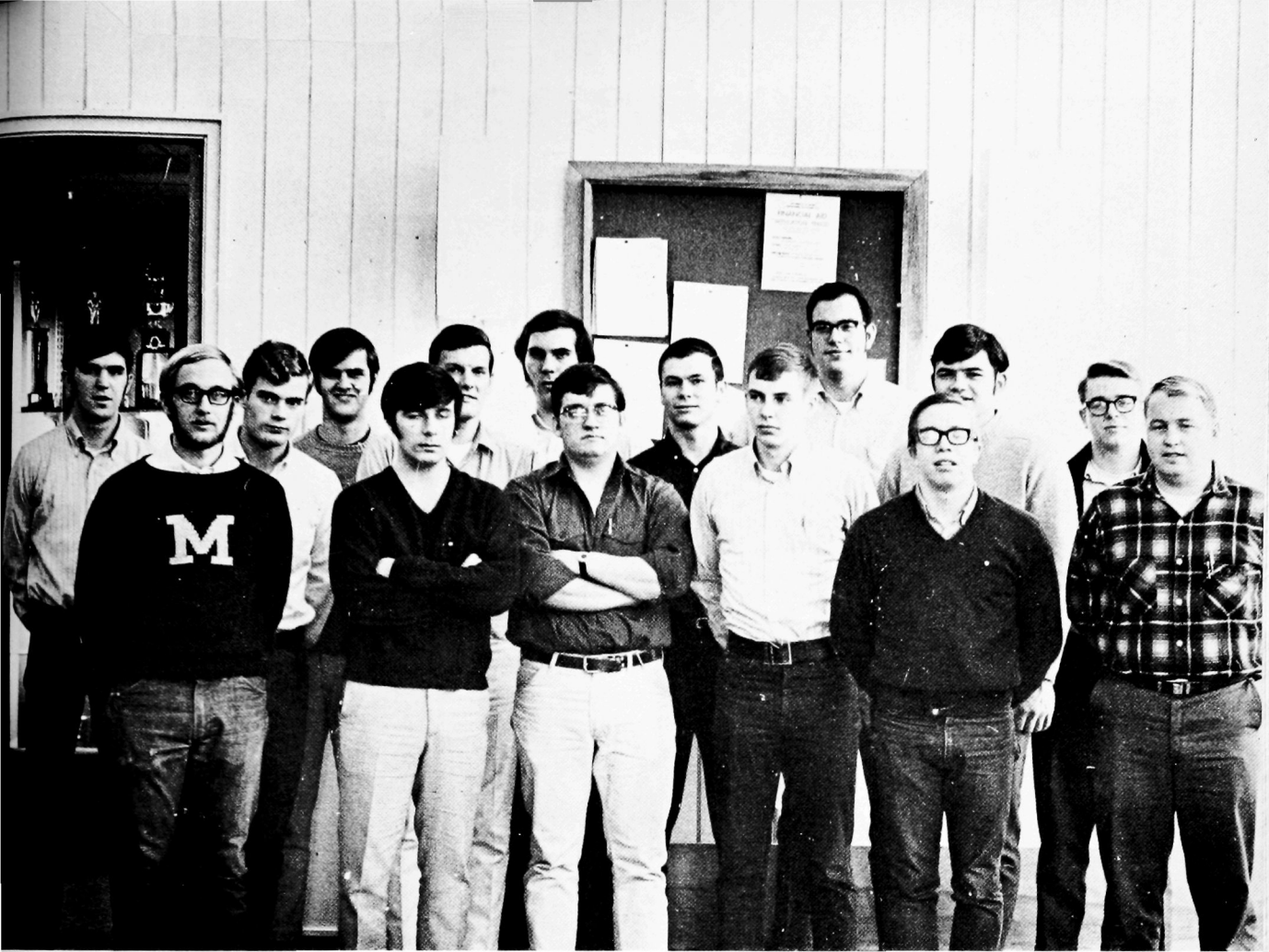
And then there was soils, in which we were supposed to learn that the soil is a "dynamic" system and much more than just "dirt". I am quite sure everyone was quite shocked when Dr. Struchtemeyer informed us that "foresters don't know what they want". (A good grade, maybe?)

Meanwhile, those of us in a wildlife curriculum were studying all types of animals "with no backbones". (Does anyone know what a branchial basket is?) Dr. McCleave led us in a sex education class for grunion.

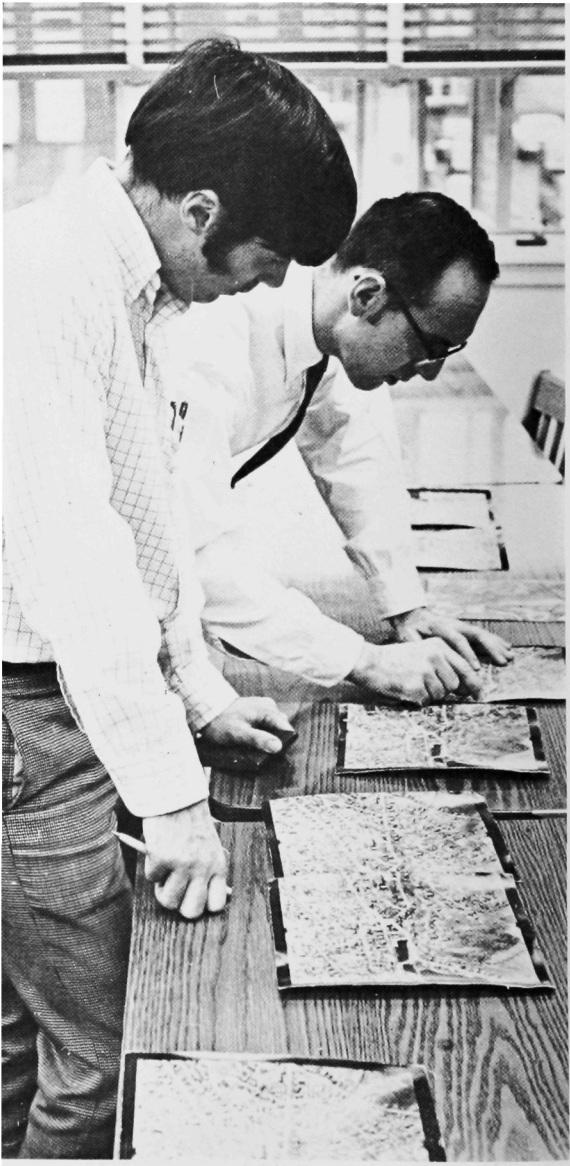
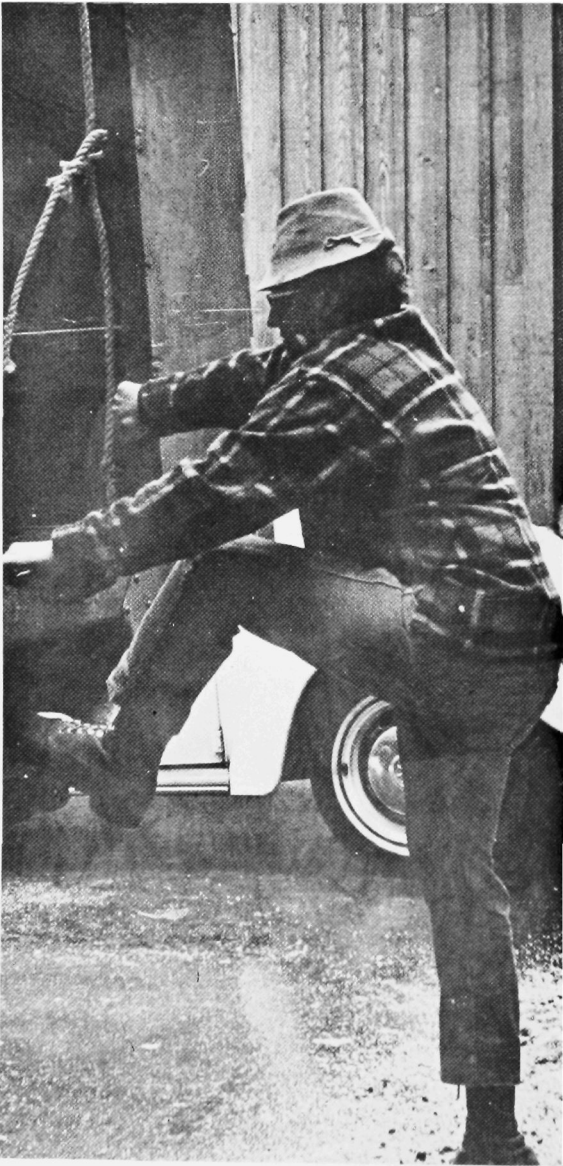
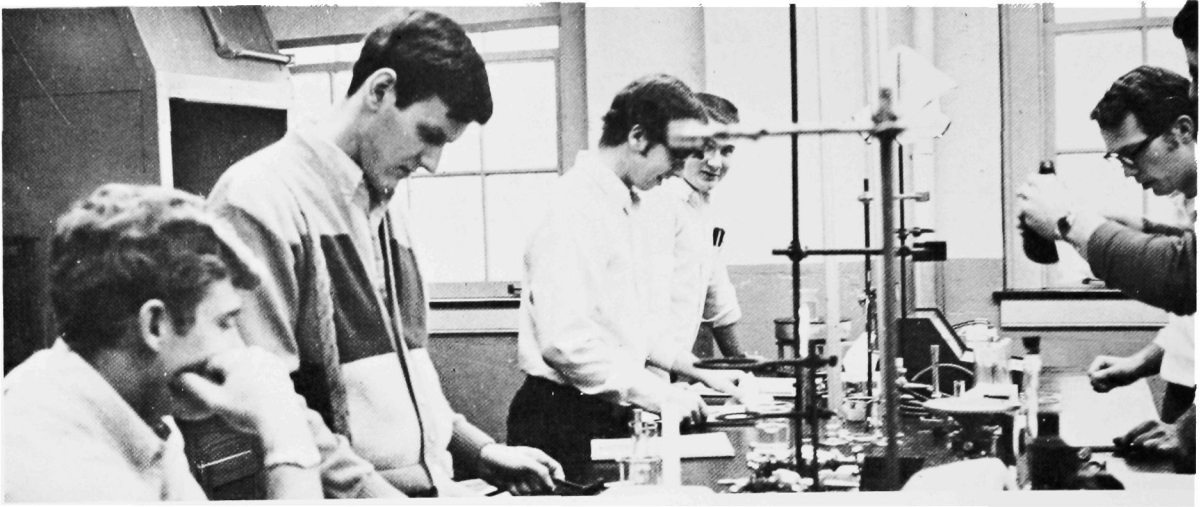
Of course, this summer we will be in Princeton for summer camp. (Is it true the "dry" spots are ankle deep?)

Then next year we will be seniors. We will be faced with plans for the last semesters as well as with decisions of what to do when we will be the ones receiving a degree.









# THE SOPHOMORES

by

TED HOWARD

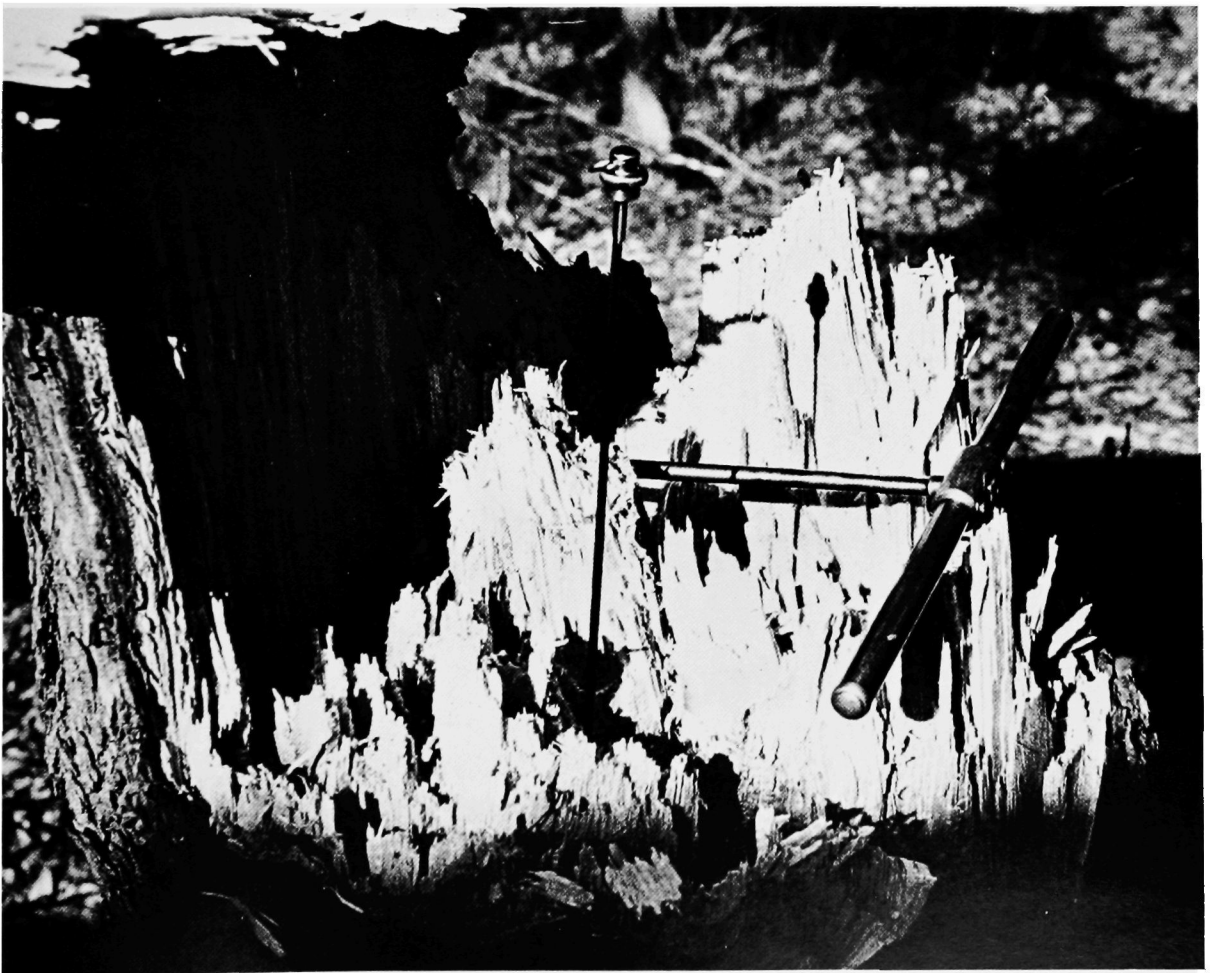
Well, two years down, two to go. As sophomores, we have survived the rigors of Fy 1 Lab, studied dicky birds with Dr. Schemnitz in Fy 2 (Chicken hawk!!), and cried as C.Z.W. tacked another 70 minus onto our latest plate ("You've got a mistake there. I'm not going to tell you where it is"). Who can forget the hours spent in the calculating room preparing Fy 4 reports, or the trip to Clinton to visit the saw mill in Fy 5—bearing our wounded on a stretcher back into the Forest Resources building. "Here comes another pulp truck!", and dendrology. "Please do not bag the pine cones." The wildlifers didn't escape taxonomy either, thanks to their brand new Zo 131 course.

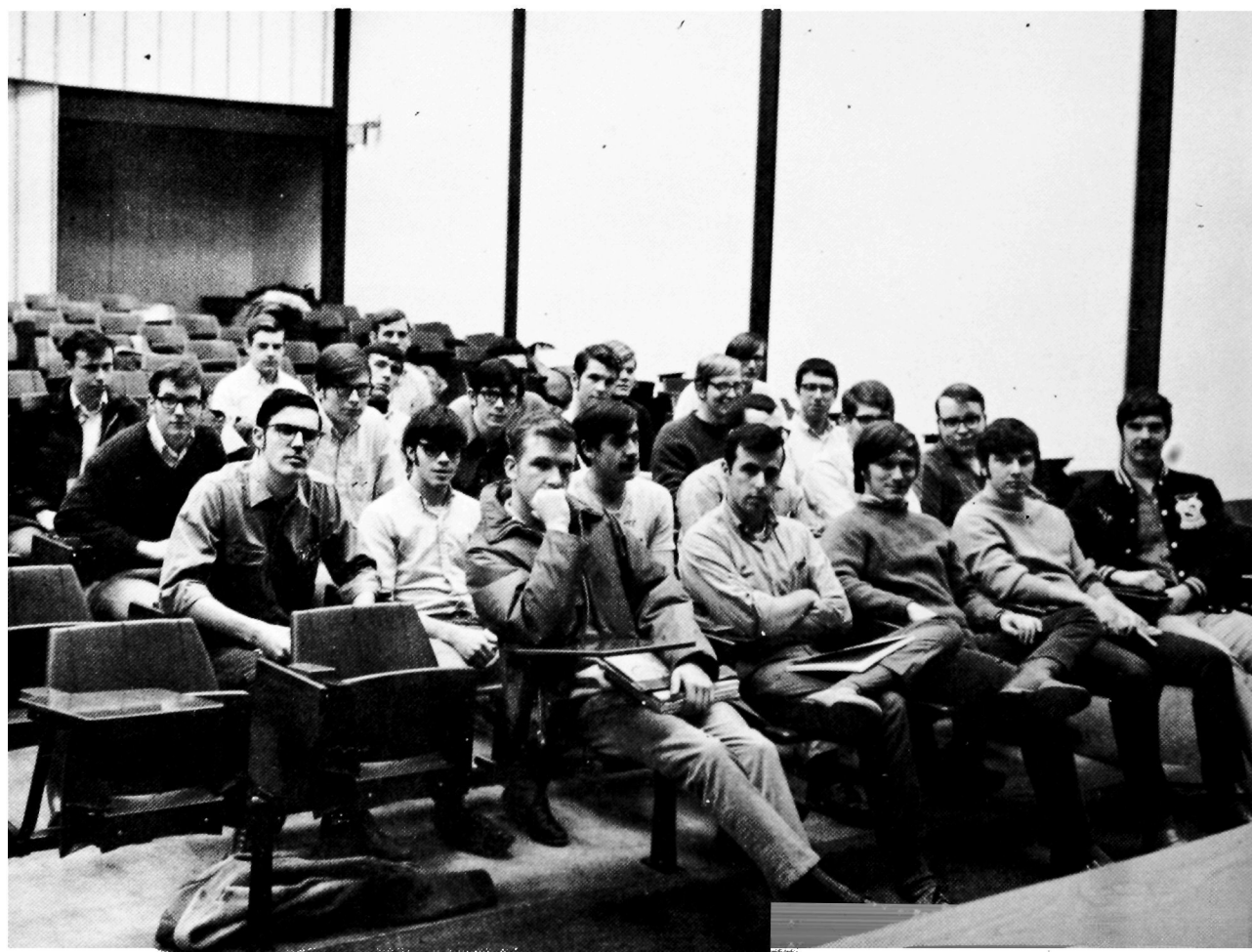
Happily, that is all behind us. No more surveying with the Polish Pirate on icy cold days. More time was probably spent sighting on sweet young lovelies than on corners of buildings. Double-barreled Forestry physics. And entomology (I'll

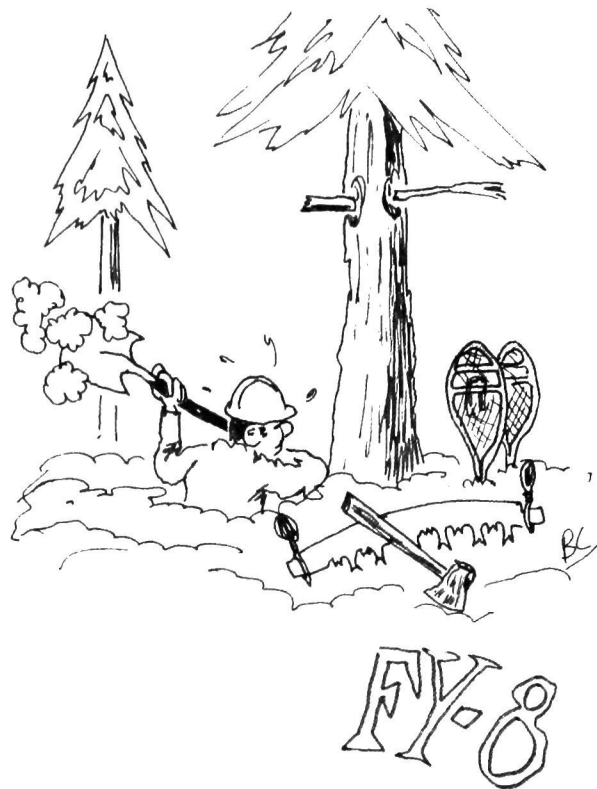
trade your walking stick and a black fly for a giant water bug."). Instead we look forward eagerly (?) to Fy 7 and its infamous 80 page report, and, looming ominously at the end of our Junior year—Summer Camp.

Yes, fun and games await the Junior foresters at Summer Camp in picturesque Princeton, Maine, only a stone's throw from . . . . . Come to think of it Princeton isn't near anything. We've heard about Summer cramp. Bears to chase you and mosquitoes, so big that they are only slightly wounded by a shot gun blast. Ah, wilderness.

Perhaps, the greatest advantage the sophomores have is that we can look back at our new frosh and snicker as they stomp off to Woodpecker lab, carrying field notebooks and balancing brightly colored hard hats on their craniums. Ha! Foolish woodpeckers, "and today, they're taking us to Japan and Hong Kong . . . . Yup, Yup, Yup." Forestry, a truly educational experience.









# THE FRESHMEN

by

RUSSELL PLAEGER

This year's freshman class, along with being the largest in the history of the School of Forest Resources, is also the last class to enter the School in the decade of the sixties. We are a much different class than the last of the previous decade. Although preparing for the same profession, we are faced with many new challenges that are different than those faced by our predecessors. The last ten years have seen many changes in all the professions including forestry. Greater specialization has come with technical advancements, and with this has come the need for a much larger background of knowledge.

As we begin a new decade, we see the young people of the United States becoming much more concerned about our environment and the condition it is in. As future foresters, we must be aware of these conditions for these will be the people and masses that will have to be dealt with. As the world's population rapidly increases, our natural resources decrease. We are being trained to deal with a resource that is both necessary to

our survival and one that can be renewed. With the increased use of forest lands for purposes other than those related to forestry, new methods must be sought to increase timber production.

Although our education may at times seem unnecessary or too difficult, all the knowledge we can gain must be taken in, for it will all be needed in meeting the challenges and problems of a changing profession.

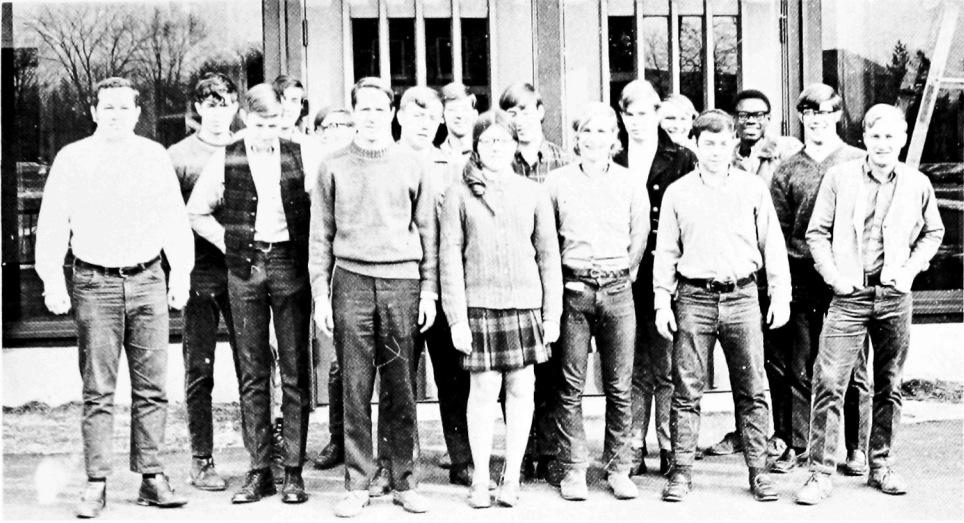
At the time of this writing we are ready to start what is for most of us our second college semester. Our first semester has possibly changed the ideas that many of us may have had about our profession and may have disillusioned others. College for most is a big change from the easy life of high school and some were unable to make the adjustment. For those of us who are to continue on, we must strive hard to overcome any obstacles that lie in our path. When we finish our education we will know that any late night hours spent on long assignments were worth it, for we will be well prepared in our chosen fields.

First semester had the usual freshman course requirements to be met, among them some that seemed useless and others unnecessarily demanding. General chemistry was regarded with contempt by many as was general engineering. Both courses were a source of numerous headaches and extra work hours outside the classroom. Introduction to Forest Resources was just that as we fumbled with chain tapes and plodded through uncharted woodlots in wind, rain, and snow. We became well acquainted with the resources of mud, water and brush that make up woodlots A, B and C. Botany and Zoology introduced us to countless cells, plants, animals and seemingly unpronounceable Latin names.

In future years we will doubtless look back upon our freshman year and recall many pleasant memories.









# FOREST TECHNICIANS

## Two Year Forestry, Class of 1971

by

LEWIS STEVENS

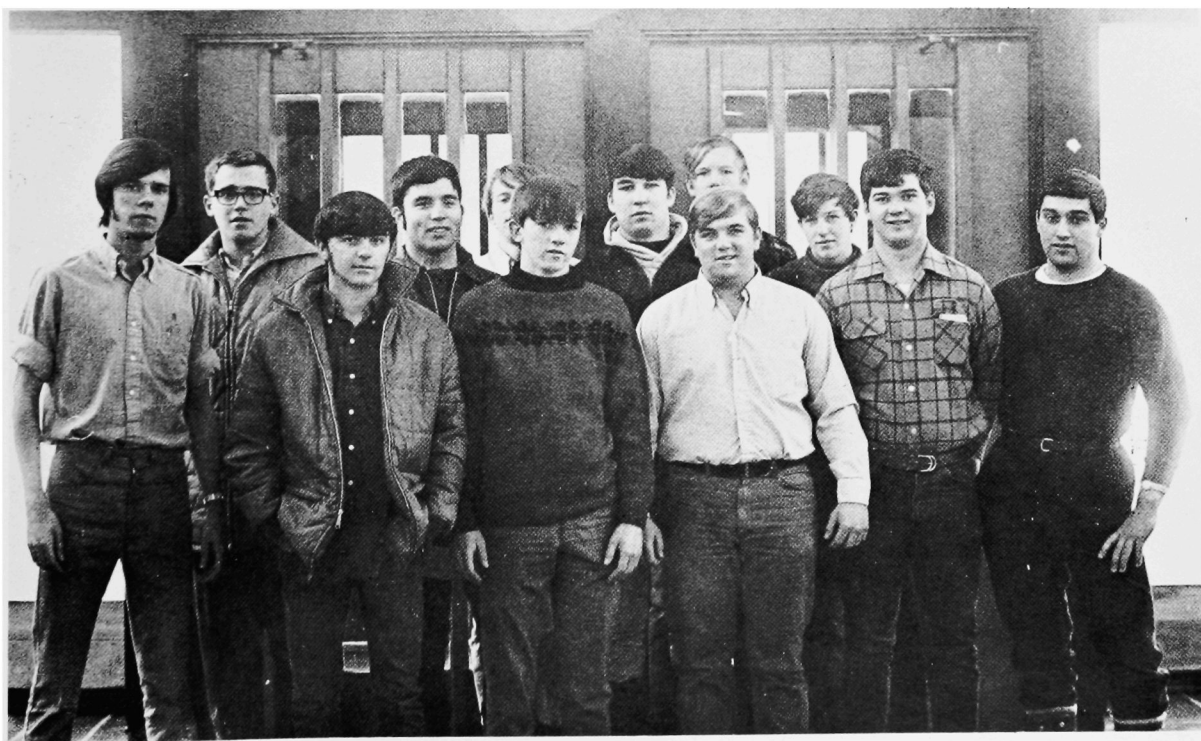
After the initial excitement of becoming a college student is over, the bright-eyed freshmen in two-year forestry soon find that they are in for two years of hard but interesting and worthwhile work.

3-Fy, a general forestry course, serves as a good introduction. Guest speakers, from all areas of forestry subject the student to many different views and serve as eye-openers as to what the graduating forestry student can expect. With an ever-increasing need and demand for trained people, the prospects are good for the two-year student.

One course which offers practical experience for the student is 5-Fy. The students can frolic in the woods while learning such things as timber inventory methods, scaling and use of the chain and compass. The course also involves the measurement techniques that foresters use.

In addition to these forestry courses, the student has an introductory botany course and an English composition course. 1-Bt covers dendrology, physiology, reproduction of plants, etc. and can give a good basic understanding of the life processes of trees and plants. Since forestry students write a lot of reports, some writing communication skills are needed. 1-Eh helps provide these skills.

The above-mentioned courses, plus others, will give the two-year forestry student the basic tools he needs to work within more specific courses and a wide range of general knowledge that can be utilized at any time. It is intended that through the beginner's curriculum and that which follows the two-year students will achieve the highest degree of proficiency and expertness which can be attained in so short a time, and will become the skilled personnel that are so badly needed in forest management and related areas.









## LET'S TAKE A HARD LOOK AT PRODUCTIVE FOREST LANDS

The professional forester in the next few decades will not have an easy job. Right now, America has only 508 million acres of productive timberland left. The number of useful forest acres is not increasing, but the number of people making demands upon these acres is. More people want the opportunity to enjoy nature—to picnic in a quiet grove—to ski, sightsee, camp, hike, hunt and fish. And each year our society takes more land for city expansion, airports, super highways, power lines, reservoirs, housing, schools and shopping centers. Yet more people need the products these limited timberlands provide. More and better homes, thousands of other wooden products, paper products and chemicals. The same land must also provide grazing for cattle and sheep to feed and clothe America; watershed control, and still replenish itself on a sustained yield basis.

It is unreasonable to permit a small emotional segment of the population to lock up timberlands in endless wilderness parks limited to a single use. The answer lies in establishing a working balance of commercial and recreational needs—a multiple use of the forest.

Tomorrow's professional forester will have the responsibility of making unpopular decisions and will need skill and courage to carry them out. It won't be an easy job. But then, nothing that is reasonable and far reaching is ever easy.

At Georgia-Pacific, we have done a lot about multiple use of our timberlands. **If you would like an opportunity to evaluate our ideas for yourself, please write to the Public Relations Department, Georgia-Pacific Corporation, P.O. Box 311, Portland, Oregon 97207.**

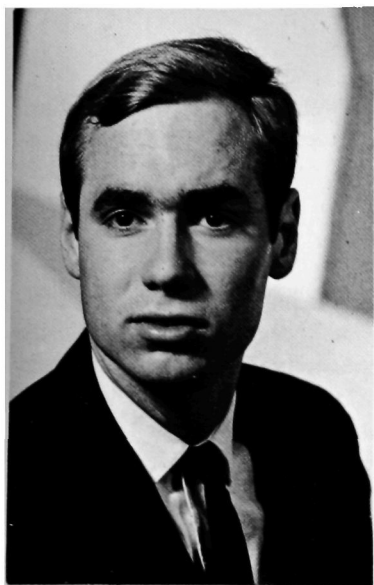


# ACTIVITIES





# AWARDS



TIMOTHY CLEMENT

*Recipient of the Robert I. Ashman Award*

This award is presented to a student in the School of Forest Resources at the beginning of his(her) senior year, and during this student's senior year he(she) will be known as "The Robert I. Ashman Award Student"

Criteria for selection shall be based on those qualities which most nearly represent the character, judgment, scholarly attributes and devotion to the profession of forestry and to the welfare of his students and colleagues as portrayed by Professor Robert I. Ashman.

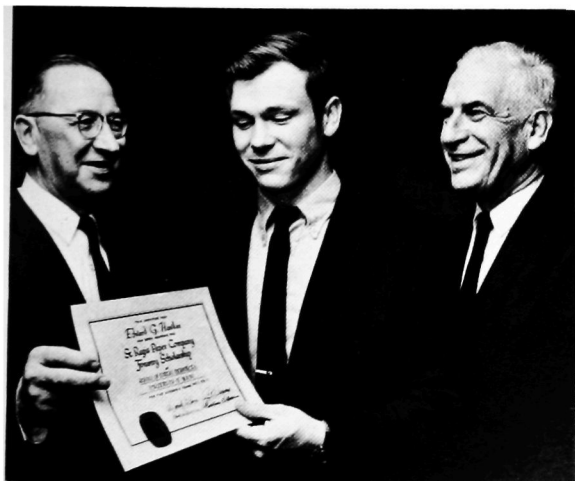
As a teacher and administrator from 1930 to 1958 at the University of Maine, Dr. Robert I. Ashman, Professor Emeritus, gave unselfishly to all who sought his counsel. This often included monetary aid when the need was critical.

JAMES KEIR

*Recipient of the P. F. English Memorial Award*

The Northeast Section of The Wildlife Society annually presents the P. F. English Memorial Award in honor of the late P. F. English, an outstanding educator, sportsman, and an inspiration to youth. The award is made to an outstanding student of wildlife biology or wildlife management to acknowledge and encourage his progress, and to perpetuate the name of P. F. English.

The qualifications for this award include a nominee's character, academic record, and professional and extra-curricula interests.



E. GERRY HAWKES

*Recipient of the St. Regis Scholarship*

This competitive scholarship is presented annually to a forestry student in the northeastern United States. Selection is based on character, scholarship, and professional motivation.

Application is made during the spring semester of the student's sophomore year. The scholarship is awarded for both the junior and senior years providing the student maintains a good record.

## OTHER 1969 AWARD RECIPIENTS

*Homelite Corporation Awards*

TIMOTHY CLEMENT

ROBERT HART

*Retail Lumber Dealers Association of Maine Scholarship*

KENNETH WHITE

*Maine Hardwood Association Award*

BRUCE GURALL

*Penobscot Conservation Award*

KENNETH PECCI

WILLIAM SHELDON

# Student-Faculty Curriculum Advisory Committee

by

DR. MARSHALL ASHLEY

The Faculty-Student Advisory Committee was organized during 1969. The committee's purpose is to provide a forum between faculty and students on matters concerning the School of Forest Resources. Faculty and graduate student members represent the major curriculum divisions. The undergraduate membership is made up of the Forester of Xi Sigma Pi, president of the Forestry Club, and president of the Wildlife Society.

Topics discussed in the early meetings have ranged from Summer Camp to the revision of core curriculum requirements. Several of the stu-

dent participants, as well as staff, have commented about the benefits of these discussions. Better communications with the faculty and a better understanding of the School's curriculums are some of the reasons cited.

Open meetings are being scheduled by the committee for the coming year. Students who have topics which they would like discussed should come and present them at these gatherings. Through these meetings, it is hoped that the School will continue to provide an enjoyable and satisfying educational environment.

## Members of 1969 Committee

### FACULTY

Mr. Ashley, Co-chairman  
Mr. Coulter  
Mr. Griffin  
Mr. Owen  
Mr. Shuler  
Director Nutting, Advisor to the Committee

### STUDENTS

Peter Brewitt, Secretary  
David Capen, Co-chairman  
Robert Hart  
Curtis Laffin  
Brian Shangraw





# Forestry Club

by

ROBERT HART

The Forestry Club consists of interested faculty and students of the School of Forest Resources. It is largely professionally oriented with monthly meetings hosting speakers of interest to the membership. It functions as a medium for discussion and exchange of ideas as well as for fostering better acquaintances between students, faculty, and others interested in forestry.

Officers for 1969 were elected at the regularly scheduled December meeting of the club. Results showed Robert Hart, president; Gerry Hawkes, vice-president; Steve Curtis, secretary; and Bill Lilley, treasurer. Professors Whittaker and Griffin served as junior and senior advisors, respectively.

February 26th saw the first meeting of the new semester. A business meeting at which the new officers were introduced, new members signed, and future programs discussed occupied much of the time. Dr. Whittaker, who is in charge of arranging summer jobs for interested students, told us of his efforts and some of the jobs available. A general discussion of summer employment concluded the meeting.



March brought Professor Herschel Abbott of the University of Massachusetts to talk of his experiences as a gun collector and trader. Some fifty odd guns, numerous slides, and an excellent narrative made his "*Have Guns - Will Travel*" program both interesting and entertaining.

The fall semester brought the customary change of faces with seniors graduating and freshman appearing. Dr. Young, recently returned from a year's leave of absence in Australia, provided an excellent program on Australian forestry to kick off the new semester. The meeting was well attended and all present voted in the years dues policy; a perennial fall issue.